

SEAP Meeting Summary December 13 & 14, 2010

Panel	All Panel Meeting	Date	Monday, December 13, 2010
Location	J.R. Williams Building, East Conference Room, 1 st Floor 700 West State Street, Boise, ID 83702		
Chair	Jodi Schilling	Recorder	Jan Gaylord

Voting Members – (present at meeting X, absent at meeting left blank)							
X	Valerie Burgess	X	Bruce Christopherson	X	Thomas Falash	X	Amanda Holloway
X	Casey Moyer		Sarah Noble	X	Judy Randleman		Glenda Rohrbach
X	Jodi Schilling		Karen Seay		Dennis Toney		

Non-Voting Members – (present at meeting X, absent at meeting left blank)							
	Jacque Hyatt	X	Matt Hyde		Marybeth Flachbart	X	Jan Gaylord

Guests and Presenters - Monday, December 13, 2010			
	Jacque Hyatt	Idaho State Department of Education	Coordinator - Special Education
X	Matt Hyde	Idaho State Department of Education	Coordinator - Special Education
X	Melanie Reese	Idaho State Department of Education	Coordinator - Dispute Resolution

Handouts - Monday, December 13, 2010	
Report on Idaho IDEA Dispute Resolution	Melanie Reese
Special Education and the Law newsletter	Melanie Reese
Idaho SDE Dispute Resolution Processes Comparison Chart	Melanie Reese
PBIS Idaho: Update and Review	Matt Hyde

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Monday, December 13, 2010

Agenda Items	Discussion	Follow-up
Welcome Jodi Schilling	Jodi welcomed all.	
Review Agenda Jodi Schilling	December 2010 agenda is similar to September 2010 agenda.	
Introductions	<p>The group introduced themselves:</p> <ul style="list-style-type: none"> • Valerie Burgess – Department of Health & Welfare; works in Foster Care; parent of a 2 special needs children; she was reappointed as a SEAP Member. • Bruce Christopherson – Idaho Division of Vocational Rehabilitation, Regional Manager. • Tom Falash – Idaho Department of Correction, Special Education Program Manager. • Amanda Holloway – Idaho Council on Developmental Disabilities; parent of a special needs children. • Casey Moyer – Department of Health & Welfare. • Judy Randleman – Northwest Children's Home, Education Director. • Jodi Schilling - Fruitland School District, Teacher, and parent of 2 special needs children. • Jan Gaylord – Administrative Assistant for SEAP. • Matt Hyde – Parent Involvement Coordinator. 	
Review and Approve September Minutes	<p>Members reviewed minutes from September 2010 meeting.</p> <p><u>Day 1</u></p> <p>Judy had correction for Marybeth's SDE Initiatives and Vision section: Judy communicated that she had attended the Title I Committee of Practitioners with Matt Hyde.</p> <p>Tom had correction under Agency Reports – Individual Representatives: Remove side comment.</p> <p>Tom had correction under Agency Reports – Individual Representatives in the zero discipline paragraph which should read: "We usually have zero discipline problems due to the nature of our business. We work with other agencies to get services to inmates."</p> <p>Amanda had correction on Attendance: Dennis Toney was NOT absent.</p> <p>Amanda had correction on 1st page: Council on Mental Disabilities should be Council on Developmental Disabilities.</p>	<p>Jan will send out Sep. 2010 meeting minute corrections for all to review prior to posting to the website.</p>

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Matt added information under Restraint & Seclusion Rules:
Matt had talked to Marcia about Title 1 and federal mandates.

Casey had correction under Restraint & Seclusion Rules: Strike “the realm” sentence and mention it is in an advisory role rather than an advocacy role.

Day 2

Judy had correction under Workgroups Report Out concerning reimbursements. It should read: “...it is a reasonable expense to have members reimbursed for meetings only for lost wages.”

Tom had typographical correction in Annual Performance section for the word “need”.

The minutes need page numbers.

Minutes approved with corrections.

Report from the Chair
Jodi Schilling

Per Jodi, there are no updates for Chair Report.

SEAP Member
Agency Reports

Casey

Reviewed feedback from presentation and fine-tuned 3 parts of family engagement definition. Casey serves all 3 behavioral health programs in the policy now. Finalized definition of Family Engagement and how to make it family-centered. It is beginning to be distributed and implemented in various partner agencies. Governor’s Behavioral Health Transformation Workgroup submitted final report for Governor with executive order to sign. This would establish an Office of Behavioral Health Transformation. Recommendations are for a more integrated system at the state level. Family engagement flows into behavior transformation. H&W is restructuring substance abuse and mental health to align with transformation recommendations. This should align with healthcare reform efforts in the coming years too.

Valerie

Working with National Homeschoolers Association on neglect. Informing families about resources available and working with the Homeschooler’s Association. Idaho is the 1st state to do this.

Her department works closely with schools and teachers to be aware of changes.

If child is enrolled in school, and there is truancy issue, the current process is followed. But if child is homeschooled without curriculum, then agency will address as a standalone issue.

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Another change for education is trying to keep children in same school by having adequate foster placement. If needed, will assist in transportation to school. Working with schools to get timely records and communicating with schools about where child is in foster care.

The rule has not changed, but interpretation has changed. There is collaborative effort by schools and H&W to address the interpretation. Standards are more user-friendly for staff and family. National Homeschooler's Association has been added to list. There is a need for standard response system and broadened services.

Judy

Requested Jodi add item to Agenda on eligibility criteria for special needs children to qualify for services plus criteria for support of child with mental health issues. The issue is to clarify exceptions, not change federal guidelines.

Tom

Department of Correction is undergoing major staff changes and moving towards leaner organization. Fiscal impact has not been released yet.

Dispute Resolution Report

Dr. Melanie Reese, Dispute
Resolution Coordinator – SDE

Corrections for Sep 2010 Meeting Minutes.

1 – Sept. 21, page 7: IDEA outlines 3 processes: mediation, complaint process, and due process hearing. Facilitation is outside of federal regulations.

2 – Sept. 21, page 8: There is a typo for the word facilitator.

IDEA Dispute Resolution

Melanie gave a PowerPoint presentation and passed out handouts:

- Report on Idaho IDEA Dispute Resolution
- Special Education and the Law newsletter
- Idaho SDE Dispute Resolution Processes Comparison Chart

Melanie is focusing work on facilitation to encourage people to talk with each other.

Update on SDE Dispute Resolution.

Requests for IEP facilitations have increased for 2010-11, which is encouraging. Mediations are on par with last year. There are less state complaints for 2010-2011 due to increased facilitations.

Jan will make
Melanie's
meeting
corrections in
the Sep. 2010
meeting
minutes.

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Dispute Resolution Report (*continued*)

Parent's Experiences with IEP Process

Most parents' IEP experiences were positive. 16% had negative experiences. The group discussed what happens with parent who has negative IEP experience. Melanie shared there is concern about the acronyms and language used with parents. In addition, different levels of education are intimidating to parents. Melanie discussed parent's report listed in presentation. Melanie wants facilitators to go into IEP meetings to make sure schools and parents work together as a team.

Role of Facilitators

Wants facilitators to work with schools about how important the meeting is. Training facilitators to focus team on IEP, with the goal of an IEP meeting to develop an IEP. Facilitators need to guide discussion to be student-centered, facilitate conflict resolution, encourage open communication and critical analysis, be impartial, direct and guide agreements.

Amanda mentioned facilitators can help by not taking on the personal issues. Melanie pointed out summarizing, refocusing, & reframing on the interest and focusing on the relationship.

Melanie is pleased at number of facilitation requests coming equally from schools and from parents.

Optional IDEA Alternative Dispute Resolution

Melanie has concern for Region 4 which needs more facilitators. Melanie is researching how other states handle Dispute Resolution.

- Conflict Resolution Skills Training – 8 states are doing this.
- Stakeholder Management or Oversight Councils – (SEAP)
- Parent to Parent Assistance – (mentors)
Jodi does not see this in agencies she works with.
- Dispute Resolution Case Managers – some states do this.
It's a good process. Melanie has concern if Case Managers takes on an advocacy role.
- Telephone Intermediaries
Melanie and Cassandra do this. Informal information gathering and sharing.
- IEP Facilitations (earlier discussion).
- Non IDEA Mediation – Informal mediation.
- Third Party Opinion or Consultation Processes.
- Early Complaint Resolution - Investigator goes to district, and resolution is agreed upon.

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Dispute Resolution Report (*continued*)

Conflict Resolutions Training

Melanie asked for feedback from SEAP on conflict resolutions training. She would like module training, common language, and webinars.

- Jodi – Participated in a meeting with facilitator and one without facilitator. The meeting went better with a facilitator. Sees a need for training because it is common for conflict in IEP meetings.
- Tom – Recommended being pro-active by providing the training.
- Amanda – Training would be helpful to parents plus having information on website.
- Casey – Recommended training with role-playing, application, feedback, face-to-face, and skills training. Also provide training to the 16% of parents that have negative experience to address those issues.
- Valerie asked who are targeted for training. Melanie – parents and schools.
- Jodi asked if there was a flowchart. Melanie directed her to the Idaho SDE Dispute Resolution Processes Comparison Chart handout:
 - IEP Facilitation
 - Informal Conflict Resolution (non-IDEA)
 - Mediation
 - State Administrative Complaint
 - Due Process Complaint (Hearing).
- Matt discussed helping parents understand their rights and also working on parent relationships with schools. The IPUL conference is an opportunity to work with parents.

Melanie will work on the Conflict Resolutions training.

FEDEX Day

Melanie explained the recent FEDEX day for staff under Marybeth Flachbart, and her work accomplished that day.

Brief Recap

- Facilitations are up, and complaints are down.
- Melanie wants to do Conflict Resolution training for schools and parents for healthy communication.

Panel Recommendation

Jodi asked panel members if they want to include in report that we agree with Melanie's vision of Dispute Resolution. Panel agreed. The SEAP Panel recommendation to Melanie is to proceed with her vision and to update SEAP with her progress.

Melanie will proceed with her vision and update SEAP with her progress.

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Safe and Supportive Schools

Matt Hyde, Parent and
Community Involvement
Coordinator – SDE

Safe and Supportive Schools

Matt – Safe and Supportive Schools was a task group.

Matt thanked SEAP members and Casey for recommendation of Restraint and Seclusion. Matt gave status of rule of Restraint and Seclusion. There was public comment period, and there was good public feedback. Matt wants to update us on what is happening at state and federal level.

The Senate drafted bill. We will not know what will unfold until after 1st of year. Advocacy organizations have said it is the best they have seen, as well as State Special Ed Directors.

Matt will send link of the comprehensive Senate bill.

There have been many changes in the DOE in terms of school improvement at both state and federal level dealing with grants to schools and low performing schools in the state. Reviewing the House bill and Senate bill, DOE believes we may need to make rules changes to be amended next year. This is not just a SPED issue.

Will meet with staff on timeline and how to go forward to modify rule. Will bring stakeholders together to roll out the rule.

Matt previously sent link to SEAP about the Restraint and Seclusion. Matt will keep SEAP updated.

Matt will pull Safe and Supportive Schools task group together for action plan; establish timeline; determine additional task group members.

Jodi asked for clarification on action plan and timeline.

- Matt will pull Safe and Supportive Schools group together plus others due to far-reaching effects on staff.
- Jacque, Mary Beth, and Matt will meet to establish timeline the end of this week PLUS they will identify who needs to be on the task force.
- Matt expressed his commitment to keep SEAP members updated on Safe and Supportive Schools.

Questions on Restraint and Seclusion

Valerie asked if districts are aware of how much Restraint and Seclusion is being used. Matt said some schools are aware, and some are not. Every SPED Director in the state received a survey, and most indicated their policies were very loose. This indicated the information reported to the feds is not necessarily accurate.

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Safe and Supportive Schools (*continued*)

Jodi asked if Restraint and Seclusion was a high priority. Matt said his perception is Restraint and Seclusion has a high priority. There was not that much negative on it, but there are opportunities to improve it and push it at the state level, regardless of what happens at the federal level.

State Special Education Director

Marybeth Flachbart is interim Director. Decision will be announced in a few days for the new State Special Education Director. We can invite the new Director to the February SEAP meeting to communicate his/her vision.

Matt will communicate who the new Director is to SEAP members.

Idaho SWPBIS Project

Matt Hyde, Parent and
Community Involvement
Coordinator – SDE

Idaho SWPBIS Project

Worked initially with 13 schools.

Goal is to work with 5 additional schools.

Schools and districts can apply for grants.

Schools that are struggling to make progress can be assigned a Capacity Builder.

The “PBIS Idaho: Update and Review” handout is an overview.

John and Deb Carter are coordinating project and providing support to schools. Tier 1 is everyone, Tier 2, Tier 3 kids. Tier 3 level is moved to when Tier 1 and Tier 2 are addressed adequately.

Matt shared his experience about Meridian. Meridian was implementing Tier 2 support (Check-in and Check-out) for kids needing extra support. Meridian wanted to work collectively with parents. Meridian identified teachers to encourage and give positive support. Meridian saw 40% reduction of disciplinary referrals to office.

Judy asked how PBIS is funded. The PBIS is grant-funded. Matt believed the grant came out of Special Education.

Jodi commented the program that they were familiar with is no longer, and the PBIS exists now. Concern is that the objective of PBIS support is school-wide, not individual, so the needs of the individual may not be met, where it was before.

Judy asked if PBIS support was for “high-intensity kids who are not in a school setting”. Where does the person go for that high-intensity individual student?

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Idaho SWPBIS Project (continued)

Matt stated the person would go to the Regional Consultant who would draw on PBIS resources. There are 2 PBIS consultants – John and Deb Carter. Robin Carter is a Regional Consultant.

Jodi asked how RTI and PBIS fit/complement each other.

Matt -

- PBIS has a behavioral focus to it.
- RTI project has different set of coaches throughout state and is more far-reaching than PBIS.
- PBIS and RTI work well together if they are implemented at a school.

Jodi requested more clarification and to add this to Feb. 2011 Agenda. Matt agreed and suggested getting Nancy Thomas-Price and Jacque Hyatt to tie it all together at next meeting. He could have John Carter and Nancy Thomas-Price talk about RTI. Matt could ask Jean and Janice to share tomorrow on PBIS.

Matt will get Nancy Thomas-Price, Jacque Hyatt, and John Carter to attend Feb. SEAP mtg.

Amanda shared that she participated in a webinar with John and Deb, and Matt said there is a 45 min webinar we could watch.

SEAP members could decide to watch the PBIS webinar at Feb. SEAP Meeting.

Matt and Judy summarized that SEAP members need to know how we are implementing PBIS and RTI altogether so we are meeting the needs of all students.

Update on Specific Learning Disability (SLD) criteria

Jacque Hyatt, Special Education Coordinator – SDE

Jacque Hyatt was unable to present this agenda item today.

Work Group Reports Collaborative Time

Membership – Tom, Judy, Amanda

Website – Matt, Bruce

Public Awareness – Sarah, Jodi, Dennis

Rules Clarification – Matt

Website – Matt, Bruce

- Matt showed changes to website which included new links. Information is public so anyone can access the SEAP website.
- Matt wondered if we can have links to external sites on our site with resources for parents. Examples: Organizations that are service providers or resources.
- SEAP will get on monthly SPED newsletter's mailing list.

Public Awareness – Sarah, Jodi, Dennis

- Jodi said website is best place for public awareness.
- Sarah was working on Facebook page, but Jodi was unable to connect with Sarah for status.
- Jodi - Working on email to Charter School Administrators.

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Work Group Reports Collaborative Time (continued)

Rules Clarification – Matt

- Matt thanked panel for feedback, and he shared feedback with Luci Willits, Chief of Staff.
- Jodi had question dealing with public comments and Restraint and Seclusion. Casey answered that H&W can express concern and highlight a problem, but cannot offer solution. The role is not to advocate, but to advise.

Membership – Tom, Judy, & Amanda

- Panel began initial discussion on who to invite for SEAP membership.
- Jodi contacted Chair in Michigan about how they reached SEAP capacity and the different groups they included.
- Bruce suggested having Regional consultants attend SEAP meetings.
- Judy suggested putting SEAP information in the SPED newsletter.
- Tom suggested using the PTA newsletter.
- Panel members agreed to make contacts with potential members.
- SEAP Public Information Brochure is available from the SEAP website to share with potential members..
- Panel suggested Glenda send alternate when she cannot come, possibly from Lewiston rather than SW representative.
- Panel discussed SEAP meeting being scheduled for only 1 day, rather than 2 days.
- SEAP Panel agreed to keep Work Groups and goals established, and to report progress in February 2011 SEAP meeting.

Panel members agreed to contact potential members.

Work Groups will report progress in SEAP February 2011 meeting.

Idaho Toolkit for English Learners Who May Have a Disability Matt Hyde

This agenda item will not be presented today.

School Improvement – School Improvement Grants

This agenda item will not be presented today.

Review Wednesday's Agenda

Reviewed Tuesday, December 14th Agenda. Panel agreed to meet at 8:30 am tomorrow during Continental Breakfast to discuss additional Work Group topics.

Whole Panel Adjournment

Adjourned 3:30pm

Executive Committee Meeting

Matt Hyde, Jodi Schilling, and Judy Randleman met.

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Location	J.R. Williams Building, East Conference Room, 1 st Floor 700 West State Street, Boise, ID 83702		
Chair	Jodi Schilling	Recorder	Jan Gaylord

Voting Members – (present at meeting X, absent at meeting left blank)							
X	Valerie Burgess		Bruce Christopherson	X	Thomas Falash	X	Amanda Holloway
X	Casey Moyer		Sarah Noble	X	Judy Randleman		Glenda Rohrbach
X	Jodi Schilling		Karen Seay		Dennis Toney		

Non-Voting Members – (present at meeting X, absent at meeting left blank)							
	Jacque Hyatt	X	Matt Hyde		Marybeth Flachbart	X	Jan Gaylord

Guests and Presenters – Tuesday, December 14, 2010			
X	Janice Carson	Idaho State Department of Education	Coordinator - Monitoring & Quality Assurance
X	Shannon Dunstan	Idaho State Department of Education	Coordinator - Special Education Services
	Jacque Hyatt	Idaho State Department of Education	Coordinator - Special Education
X	Becky Martin	Idaho State Department of Education	Coordinator - Special Education Charter Schools
X	Jean Taylor	Idaho State Department of Education	Coordinator - Special Education

Handouts - Tuesday, December 14, 2010	
Extended State Performance Plan - Target Setting for February 2011 Report	Jean Taylor & Janice Carson

SEAP Meeting Summary

December 13 & 14, 2010

Tuesday, December 14, 2010

Agenda Items	Discussion	Follow-up
Welcome	Jodi welcomed today's presenters and guests:	
Review Agenda	<ul style="list-style-type: none">• Jean Taylor, Special Education Coordinator – SDE• Janice Carson, Monitoring and Quality Assurance Coordinator – SDE• Shannon Dunstan, Interagency/Early Childhood Coordinator – SDE• Becky Martin, Special Education Charter Schools Coordinator – SDE.	
Medicaid Update	Shannon Dunstan gave a Medicaid Update. A webinar caused some confusion about school services, so Division cancelled webinar. A Work Group is being formed in January to redesign school services to meet the environment.	
Shannon Dunstan, Interagency/Early Childhood Coordinator - SDE	<p>There are 3 funding sources:</p> <p>1 – State plan Need firm commitment from Medicaid. Could write letter of mandate for 2012-2013 school year.</p> <p>2 – Federal funding 1915C – for children's redesign.</p> <p>3 – Federal funding 1915 I – for school sources.</p> <p>Amanda voiced concern that some children eligible for developmental therapy would not be eligible for some services.</p>	
SPP/APR Data Review	Jean's presentation will help us to understand:	
Jean Taylor, Special Education Coordinator – SDE	<p>1 – The Annual Performance Report (APR)</p> <p>2 – The State Performance Plan (SPP).</p>	
Janice Carson, Monitoring and Quality Assurance Coordinator – SDE	The SPP was going to be done this year. The Feds extended SPP for 2 more years, so we need to set targets. Jean requested SEAP panel assistance to establish targets.	
Shannon Dunstan, Interagency/Early Childhood Coordinator - SDE	IDEA 1997 says we need to report on performance and to include children in statewide assessments.	
	Jean presented the "Extended State Performance Plan - Target Setting for February 2011 Report" (handout). Slides included:	
	<p><u>SPP Indicators</u></p> <p><u>Target Setting Rules (2)</u></p> <p><u>Graduation Rate</u> Target 90%</p> <p>There are inaccuracies since some reporting was not done by SPED Directors, but next year the figure should be more accurate at approximately 86%.</p>	

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SPP/APR Data Review
(continued)

Dropout Baseline 3.9%

The ISEE longitudinal system is new, and we are verifying and cross referencing children with Child Count system. We are improving on data collection. There was discussion on cross referencing for accuracies.

Judy thinks Special Education dropout rate should be lower than general dropout rate because we are already dealing with those students.

What does SEAP see as target goal for Dropout Baseline?

- Tom recommended 2.1 or 2.0 based on data collection issues.
- Jean believes we will stay at 1.6%.

Jean asked for suggestions on activities:

- Judy – Get data collection corrected.
- Tom – Provide training for those inputting data for accurate reporting. If good input, then good output.
- Jean – Work with kids when they first see attendance drop.
- Jean – Look at teachers who are connecting with students and assign those teachers to kids to make a difference.
- Jean – Provide information to schools with dropout problems.
- Jean - Get technical assistance out to schools.
- Janice – Districts need to understand their data, and everyone needs to work together to get accurate data.
- Jean – Change tardy slips to encourage student to attend, not discourage student.
- Amanda – Increase student sense of belonging in simple ways.

ISAT Data

Discussed AYP, ISAT Participation, and ISAT Proficiency on Baseline row. Goals are set very high. Numbers are affected because tests have changed, standards have changed to national standards, and targets keep moving.

ISAT Participation

98.8% ISAT Participation is good (federal is 95% for general education). Tom recommended going from 98.8% to 95% to meet federal goal.

ISAT Proficiency

Panel recommended no change in %.

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SPP/APR Data Review
(continued)

Suspensions and Expulsions

Targets are set at 0%. We are going through evaluation process on policies, practices, and procedures at schools. Idaho is lower than national average. Common factor is white male with emotional disturbance.

LRE for Ages 6-21

We met target last year on “>80% of day” column and on “Separate” column, but not in “<40% of day” column.

Panel recommends targets to remain the same for next 2 years.

Jean mentioned the improvement activities occurring around the state:

- School Improvement reviews of low-performing schools to provide resources to help schools improve
- Capacity Builders
- Systems of Support for low-performing schools.

Jodi suggested schools provide training for general education teacher to be equipped to handle special needs students.

Jean said there are instances of Special Education teacher and General Education teacher successfully co-teaching.

Becky spoke of charter schools understanding Response to Intervention (RTI), having a mentoring program for Special Education charter schools, and implementing Capacity Builders in charter schools.

Jean spoke about mentoring by Special Education Directors to guide their teachers.

Tom suggested setting up best practices as a clearing house.

Jodi suggested placements due to behavior or disability, giving her child’s experience as an example.

Janice talked on RTI intervention training for districts plus training on academic intervention. It is a school-based progress monitoring model.

We can overlap with PBIS and get training for teachers. We have made huge progress on monitoring and seeing teachers work successfully with children with disabilities.

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SPP/APR Data Review
(continued)

Judy thought school-wide is a good way to go, but we do not want students with behavior problems falling through cracks.

Jean said there is individual focus on PBIS, but it is also broader to deal with all students.

Matt said there is transition to school-wide, but also keeping individual component.

LRE for Ages 3-5 (Indicator 7) - Shannon

Jean - Baseline will be established next year.

Shannon is going to school districts to see what they are doing and is finding every school is doing Least Restrictive differently. One school has a model of inclusion and another one has a different model. Shannon is doing research nationally and finding that Least Restrictive is different in other states.

She needs to define what Least Restrictive looks like. Idaho does not mandate legislatively, but the schools all do it differently. There have been many attempts to legislate Early Childhood, but there has been pushback from parents because perception of parent is that they are being told "how to parent."

Jean said SEAP has written recommendations or letters of support in the past to the Idaho Legislature, and the current SEAP can do that.

Shannon wants suggestions/recommendations from SEAP.

Judy liked the movement toward Early Childhood integration.

Shannon has a questionnaire with consistent questions for schools across the state, and she has a matrix to report hard data.

Early Childhood Outcome A, B, C - Shannon

Shannon said we met our goals in all the categories marginally. The issue to note is that we started tracking 200 kids, then more and more. We hit the targets by doubling the students we looked at.

Shannon wants to know what schools are doing in practice by seeing their paperwork and data together when they send it in. She will work with consultants to standardize paperwork so reporting is consistent.

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SPP/APR Data Review
(continued)

Judy, Jodi, and Amanda agreed that Shannon is looking at the critical issues.

What does SEAP recommend for Early Childhood Outcome A (socio-emotional skills), Early Childhood Outcome B (language/communication and early childhood), and Early Childhood Outcome C (behavior)?

SEAP recommended keeping % the same for each.

Shannon wants to work with Matt to provide PBIS education and training to preschool teachers.

Parent Involvement - Matt

- Matt is waiting on data for this Indicator 8. Letters made it to Idaho, but parents questioned sending data to Florida.
- Janice asked if we can make target small. Jean said national average was 18%. Idaho was higher, and there was concern on this. 26% was Baseline, 30% for 2009 target, and 31% for 2010.
- What does panel recommend for 2011 & 2012?
SEAP recommended keeping % the same for 2011 & 2012.
- Judy suggested we indicate in notes that we are making recommendations to hold the same as we wait for reliable and accurate data to build from.
- Janice added we lack qualitative data. Changing the methodology and the survey is better for parents.

Disproportionality - Jean

Jean wanted panel to be aware of target set by Feds at 0%.

Initial Eligibility- Jean

Jean shared the Target is 100%.

Early Childhood Transition - Shannon

Shannon said the target is 100%.

Status of Early Childhood Transition - Shannon

- Policy was finalized last week
- Webinar is scheduled
- 2-part training will be provided to regions
- Documents to be developed and sent to teachers prior to implementation
- Forms for preschools to be developed to tie to other data
- State-wide mentoring for preschool teachers
- Collaboration by teachers to work better in community
- Aligning data with ISEE (3 years down the road).

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SPP/APR Data Review
(continued)

Secondary Transition - Janice

Janice wanted to make sure students have KSAs to be successful:

- Prior to 16, students need to have secondary transition plan in place.
- Team will develop IEP goal, a measurable secondary transition goal. Goal needs to be data-based decision-making.
- Need to work with student's abilities, set goals, and put together activities so student has KSAs.

Janice is looking at compliance component for this Indicator 13. It is 100% because it is a compliance indicator.

Secondary Transition 13 - Janice

Janice traveled entire state, worked with 30 districts, and reviewed 84 files for this indicator. There were 5 questions, now the Feds have 8 questions. Our 63% is very accurate. The secondary transition files are very accurate due to:

Monitoring

Follow-up training

Roundtable discussions and training

Feds set target at 100%.

Post School Outcomes – Janice

Janice cannot set this target for Indicator 14 until data is available (in a few days). Definitions have changed, causing survey to change, so need to set new baselines and targets.

Timely correction of Noncompliance - Janice

Janice said we are doing technical assistance, correcting files, and training each year in every district. Jean shared the number of noncompliant issues are going down each year.

Janice said there were 781 noncompliant items found. Districts have measurable goals. Noncompliant files are being corrected. It's a good system working very well and improving. After perfecting the plan, performance will be worked on.

Complaints resolved in 60 days

Jean – Target is 100%.

Timely Hearings

Jean - Target is 100%.

Resolution Sessions

Jean – Need target for 2011 & 2012. Baseline was 80%, Target was 85%. Panel recommends same at 85%.

SEAP Meeting Summary December 13 & 14, 2010

SPP/APR Data Review
(continued)

Mediation

Jean – Do we keep target at 90%?

Panel recommends same.

Timely & Accurate Data

Jean - Target is 100%. We have been consistent at 100% performance.

Panel recommends same.

Jodi summarized that the data collection is what APR depends on.

General
Recommendations for
APR

The general consensus was to stay the same as we wait for additional data to be compiled to increase the accuracy of targets.

Indicator 2 – Dropout Rate

Tom recommended 2.1 or 2.0 based on data collection issues. Jean believes we will stay at 1.6%.

Indicator 3 – ISAT & AVP

ISAT Participation - Tom recommended going from 98.8% to 95% to meet federal goal.

ISAT Proficiency - SEAP recommended keeping % same.

Indicator 5 – LRE for ages 6-21

SEAP recommended keeping % same for next 2 years.

Indicator 7 – Early Childhood Outcomes A, B, C

SEAP recommended keeping % same.

Indicator 8 – Parent Involvement

SEAP recommended keeping % same for 2011 & 2012.

Indicator 18 – Hearings resolved by resolution session

SEAP recommended keeping % same at 85%.

Indicator 19 – Mediations resulting in agreements

SEAP recommended keeping % same at 90%.

Indicator 20 – Timely & accurate data reporting

SEAP recommended keeping % same at 100%.

Summarize Discussion
– Identify Actions

New Members

- SEAP members brainstormed names of potential members.
- We can use the Public Information brochure on the SEAP website to give potential new members.

Orientation for New Members

- It was recommended we have orientation for new members prior to their first SEAP meeting.
- Jodi confirmed other states have an orientation for new members prior to the 1st day of their SEAP meetings.

Educating SEAP members

- Matt will coordinate with Marybeth Flachbart to have contacts give presentation/information on programs, such as SESTA, PBIS and RTI.
- SEAP members recommended having research done on other funding streams besides SPED.

SEAP members will send names of potential members to Matt Hyde prior to January.

SEAP Meeting Summary December 13 & 14, 2010

Review February topics

February 2011 topics

- APR
Include APR nuts and bolts, look at comparative data and review more quickly than today's APR presentation. We don't need all details, but need the numbers.
- RTI
- PBIS
- Future plans for PBIS & RTI
Judy – How is the vision related to Special Education?
- Dispute Resolution
Melanie Reese, Coordinator, Dispute Resolution
- ELLs who have disabilities
Fernanda Brendefur, Coordinator – LEP
- Spotlight on Success
 - Jodi recommended spotlight highlighting sped awards or something that was successful happening in our state.
 - Judy said we need to be proactive on recognizing teachers be recognized. Regional consultants could highlight what they know is happening in the state.
- Include Rich Henderson, new Special Education Director

Matt will get presentation document on APR for next meeting so members can review numbers prior to February 2011 SEAP meeting.

February 2011 SEAP Meeting Planning

The February 2011 SEAP meeting was originally scheduled for February 16-17, 2011. Panel members recommended:

- Meeting to be scheduled for one day, rather than two days.
- New Member Orientation dinner meeting the evening prior to the 1 day meeting.

Dates:

- Thursday, 02/17/11 New Member Orientation (Dinner)
- Friday, 02/18/11 SEAP Meeting

Possible Locations:

- Springhill Suites at ParkCenter
- BSU (Melanie Reese may have room information)
- Other locations away from Capitol Mall area since Legislature will be in session and parking is limited.

The April 2011 SEAP meeting was originally scheduled for April 13-14, 2011. Discussion centered on scheduling the SEAP meeting prior to Title I statewide conference April 6-8. We could participate in sessions of Title 1 conference.

Dates:

- Monday, 04/04/11 New Member Orientation (Dinner)
- Tuesday, 04/05/11 SEAP Meeting

Matt will invite Rich Henderson to February 2011 SEAP meeting.

April 2011 SEAP Meeting Planning

Matt will talk to Marcia Beckman about SEAP member attendance at the Title I conference.

Whole Panel Adjournment

Adjourned 3:00 pm